

Writing Objectives

WHAT is a performance objective?

It tells what students should be able to do by the end of the lesson, chapter, or unit.

WHY are objectives important?

They help the teacher to:

- **focus and prioritize** lesson content and activities
- **identify the essential** concepts, tasks, and materials
- **eliminate the irrelevant** (information and activities that do not support students in achieving the targeted performance)
- **develop the lesson** so it “adds up” to the targeted performance
- **evaluate** students' progress

HOW do I write an objective?

Objectives should specify (in observable, measurable terms) the:

- **A**udience (students)
- **B**ehavior (standards-based, communicative task or function – stated as an observable, measurable verb)
- **C**onditions (cultural context, grammatical structure, or vocabulary needed to complete the task)
- **D**egree of performance (performance parameters – accuracy, frequency, quantity, and/or time).

Formula: (Do NOT use the words *know, learn, practice, or understand*)

Students will (standards-based, communicative function)
about (cultural context/vocabulary topic) using +
(grammatical structure) + (performance parameters -
accuracy, frequency, quantity, and/or time)

Model:

Students will make suggestions for school improvements using
the present subjunctive in a 30-second video that includes 5
suggestions.

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Steps for Writing Objectives

What 5 to 7 meaningful, measurable, standards-based objectives will you use to guide students' efforts to make incremental, step-by-step progress toward the overarching goal of the chapter or unit?

- 1) **Goals (what you want students to learn in the chapter/unit):** Make a bulleted list of your goals for students.

- **Grammar:** Use the preterit v. imperfect correctly
- **Vocabulary:** Clothing, natural disasters, news, and weather
- **Culture:** Journalism in Latin America
- **Social Issues:** The effects of natural disasters Latin America's economy

- 2) **Chapter/Unit Objectives (evidence that the goals have been met):**

Using the *National Standards for Foreign Language Learning*, generate communicative tasks (and conditions for accomplishing them) that would provide evidence students have met targeted goals.

- **Grammar:** Students will report on natural disasters that occurred in the past using the preterit and imperfect tenses.
- **Vocabulary:** Students will describe people who are missing after a natural disaster using new clothing, news, and weather vocabulary.
- **Culture:** Students will compare and contrast the journalistic content and style of news reports about natural disasters in Latin America with those of the United States using their cultural knowledge.
- **Social Issues:** Students will explain the effects of natural disasters on the economy of Latin America.

- 3) **Lesson Objectives:** Identify the parameters for performance that would constitute convincing evidence that students have mastered the objectives.

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EXAMPLES:

Can you identify the communicative task, context, grammar/vocabulary, and performance parameters for each objective? What modifications are needed?

NOT an

objective: Imperfect tense

NOT a well-formed

objective: Students will understand how to conjugate a verb in the imperfect tense.

Example of an

objective: Students will describe 4 childhood activities using the imperfect tense within 5 minutes.

NOT an

objective: Telling time

NOT a well-formed

objective: Students will learn how to tell time

Example of an

objective: Students will exchange Information about clock time (@ 15, 30, & 60 min.) in complete sentences with 80% accuracy.

NOT an

objective: Spanish culture

NOT a well-formed

objective: Students will know about Spanish culture

Example of an

objective: Students will compare and contrast teenage activities in the U.S. and Spain using tan/to como.

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Template for Writing Objectives:

Students will + (standards-based, communicative function/task)

NOT know
learn
practice
understand

about (cultural context/vocabulary topic) using +

(grammatical structure) + (performance parameters - accuracy, frequency, quantity, time) .

Examples:

- **Presentation Mode:** Students will **present 1-minute news reports** about **natural disasters in Latin America** using at least **5 targeted preterit and imperfect verbs**.
- **Interpersonal Mode:** Students will **describe 5 missing children** after a **natural disaster** using **clothing vocabulary and adjectives** in response to a relief worker's questions.
- **Interpretive Mode:** Students will **identify 5 official recommendations** for local residents following a **natural disaster** in the newspaper of a Spanish-speaking country using the targeted vocabulary from the unit with **90% accuracy**.
- **Presentation Mode:** Students will **write a 10-sentence newspaper article** that identifies **3 similarities and 3 differences** in how **natural disasters** affect people in the **U.S. and in Latin America**.

Note: Consider taking your verbs directly from the National Standards, the Spanish benchmarks, and [Bloom's Taxonomy](#). For more information on National & State Standards, see:

National Standards for Foreign Language Learning: <http://tinyurl.com/4n6952>

Utah Foreign Language Standards: <http://tinyurl.com/4ea47a>

ISTE's National Technology Standards for Students: <http://tinyurl.com/2jga2m>

Utah - Technology Specific: <http://www.schools.utah.gov/curr/core/corepdf/EduTech.pdf>

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RUBRIC FOR WRITING OBJECTIVES

Teacher Work Sample Standard: The teacher sets significant, challenging, varied and appropriate learning objectives based on state/district content standards.

| Rating → Indicator ↓ | 5 Exceeds Expectation | 4-3 Meets Expectation | 2-1 Partially Meets Expectation | 0 Not Met/ Missing Evidence |
|--|---|---|--|---|
| Clarity of Objectives | <p>Clearly stated in terms of standards-based, measurable or observable tasks students will complete by the end of the lesson, chapter, or unit</p> <p>Conditions and parameters for successful performance ARE identified</p> | <p>Stated in measurable or observable actions and behaviors using imprecise language</p> <p>Conditions or parameters for successful performance are NOT identified</p> | <p>Stated in terms of what students will learn, know, or understand by the end of the lesson, chapter, or unit</p> <p>Difficult to observe or measure because tasks are unspecified</p> | <p>Listed as isolated topics that will serve as the content of the lesson, chapter, or unit</p> <p>Do not state what students will be able to do by the end of the lesson, chapter, or unit</p> |
| Quantity, Quality, & Content of Objectives | <p>5 to 7 objectives</p> <p>Meaningful and exceptionally well-suited to the developmental level of students and applicable to the content of the lesson</p> <p>Carefully integrate a variety of communicative, linguistic, and cultural goals</p> | <p>3 to 4 objectives</p> <p>Developmentally appropriate and applicable to the content of the lesson</p> <p>Communicative, linguistic, and cultural goals are each addressed by at least one objective</p> | <p>3 to 4 objectives</p> <p>Developmentally questionable and/or not well-aligned with the content of the lesson</p> <p>Lack attention to communicative or cultural goals</p> | <p>Fewer than 3</p> <p>Developmentally inappropriate and/or irrelevant to the content of the lesson</p> <p>Focus primarily on linguistic goals</p> |